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REVIEW

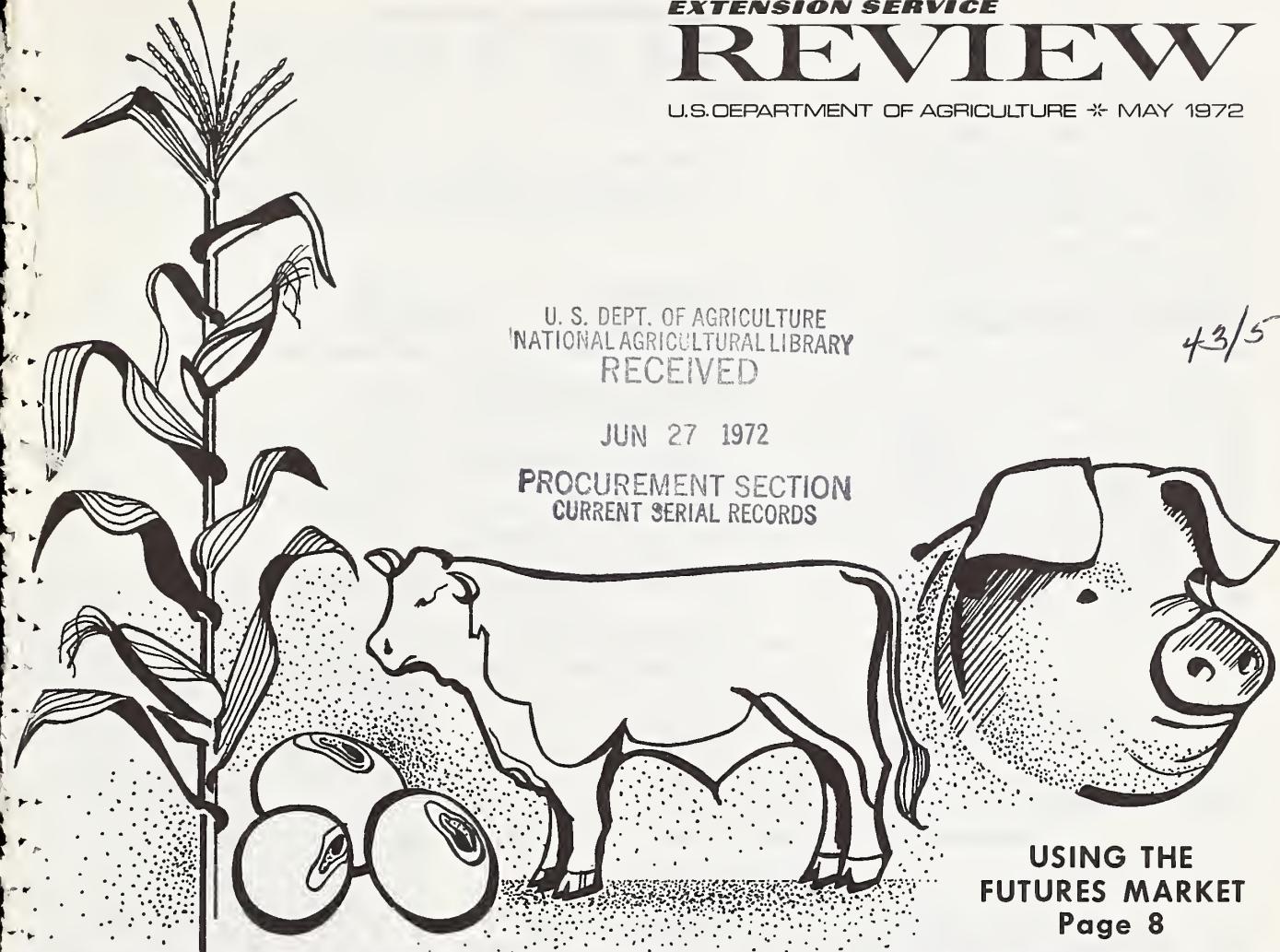
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Page 8



The Extension Service Review is for Extension educators—in County, State, and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes and tools for speedier, more successful endeavor. Through this exchange of methods tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

EARL L. BUTZ
Secretary of Agriculture

EDWIN L. KIRBY, Administrator
Extension Service

Prepared in
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EXTENSION SERVICE

REVIEW

Official monthly publication of Cooperative Extension Service; U. S. Department of Agriculture and State Land-Grant Colleges and Universities cooperating.

CONTENTS

	Page
Farrier's school meets a growing need	3
Illinois survey involves people in Extension programing	4
Pennsylvania trains rural leaders	6
Farmers learn to use futures market	8
4-H'ers aid rural development	10
Helping farm wives keep records	12
Special-interest groups aid 4-H expansion	14
Program reviews—a useful technique	16

Will you help?

If you don't receive this magazine, please let us know! We wish such a request would locate for us the Extension employees who are not on the Extension Service Review mailing list, but obviously it won't. We're working now to improve the system for adding and dropping names automatically as personnel actions occur. In the meantime, we need the help of those of you who *do* get the magazine regularly.

Could you check with your colleagues, particularly new employees, to see if they receive the Review? Anyone who does not can remedy the situation by sending a note to the editor asking to be added to the list. Every person who has a Cooperative Extension appointment is entitled to receive his own personal copy. State staff members receive theirs individually; county copies are sent in bulk according to the number of employees per office. Any county not receiving enough copies should ask for an increase.

Have you changed your address—or your name? Send your old label to us along with the requested change. It would be helpful, too, if you'd let us know when we've neglected to drop the name of a retiree or other person who has left your staff.

If the Review is to be useful, it must reach the right people. We hope you'll help us see that it does.—MAW

by
Earl J. Otis
Extension Information Specialist
Washington State University

Farrier's school meets a growing need

“Comfortable as an old shoe,” may be a proper bromide for people, but on a horse it’s of a different color.

They need their shoes changed



Kenneth Spencer, of Elma, a member of the first farrier's class at Olympia, holds out a sample of his work for inspection by Jerry Malcolm, Olympia, and Elden Andrews, WSU area livestock Extension agent.

every 6 or 8 weeks in many cases and a pedicure generally is required at the same time.

Around Washington State's capital city of Olympia, in Thurston County, a group of citizens noted the need for more competent people to shoe horses, and they set out to do something about it.

Elden Andrews, area livestock Extension agent, and his colleague, Dr. Joe Johnson, livestock specialist based on campus at Washington State University, were in on the act from the start. What has occurred worked out well enough to be fostered elsewhere.

Although he's quick to point out that Extension was just one organization working on the project, Andrews indicates success was based on strong preplanning and surveys carried out with substantial Extension effort.

The number of horses in Washington, perhaps increasing at the rate of 7,000 per year, had reached 250,000. A full-time farrier might serve up to 200-250 horses per year and figures showed there were less than a hundred of these in the State.

Boiled down, it looked very much as if another 1,200 farriers could be used without flooding the market. The closest farrier school—in Oregon—was one of only four in the Western States and the other three were in California.

Before Andrews and the planning committee finished, a 40-page report documented needs, costs, curriculum, sites, and potential. The Olympia Vocational Technical Institute established a classroom site, hired Tom Honea

to teach, and started operating in November.

Classes run 15 weeks, 8 hours per day, and 5 days per week for a total of 600 hours of work-study. Residents pay \$72. Out-of-state students are charged about three times this figure. Another \$100 goes for lab fees, which include coal for the forges, iron for the shoes, and frozen horse legs. Although a bit grisly, the horses' legs are considered a very essential part of a beginning farrier's equipment. After basic experience in this fashion, students move on to live horses supplied by local 4-H members and cooperating horsemen.

Classes are set up to handle from 12 to 16 students. The first group of graduates received diplomas March 24. Registration for the second term was complete even before the first class graduated, and next fall's term already has some students enrolled.

Visiting the classroom is an experience in itself. It's a quonset hut containing half a dozen forges, a couple of real horses, ringing anvils, and sturdy looking students who look as if they could take their anvils home with them at night if they felt like it.

Many have worked hard to bring the school to life, and the Extension workers involved point to it as a classic example of cooperation, preplanning, involvement, and follow-through that has marked such a large percentage of successful community development projects.

Washington State University's Extension Service is proud of this one and the role it played. □

by
Louise S. Moody
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and
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Illinois survey involves people in Extension programing

Programing "by the people and for the people" became a reality in Bureau County, Illinois, when residents became aware of changes and problems that have developed during the last decade.

A carefully planned survey of the people's needs and interests has enabled the Extension Service to tailor its programs to help them cope with these changes.

The population of Bureau County decreased from 1960 to 1964 as young people left to seek employment. Industry moved into the area in 1965 and the population began to increase. Housing was inadequate, trailer camps and subdivisions were added, and the stress on schools and shopping centers became serious.

Consumers demonstrated a lack of knowledge and competence in the use of goods and services. More women entered the labor force, changing not only their standard of living but also many homemaking practices.

Some people were aware of the Extension Service and took advantage of its offerings. Others seemed unaware that Extension existed despite the years it had been available. Still others thought Extension programs were intended for farm women only.

and one had to "belong" to receive help.

The Home Economics Extension Council became aware that problems existed and their immediate concern centered on these questions:

—How can Extension improve its programing to motivate interest in better use of resources?

—How can Extension help solve problems by involving more people in program development?

—How can Extension make programing more interesting and vital in the area of improved family living practices?

The Council recognized that each individual has a reserve of resources—both human and material—which can, when used properly, help him to attain desired goals and standards of living.

They also recognized that individuals and families were not always aware that these resources were available, and certainly were not using them.

And so, to get actual data on people's needs, Extension undertook a study of Bureau County consumers, their practices, and the health facilities available to them.

The study had three main objectives:



—to help individuals and families understand available resources, both human and material.

—to help individuals and families become aware of the basic need for planning and developing resources to help them obtain desired goals, and

—to acquire data for use in developing programs to meet the needs of Bureau County individuals and families.

The success of the project depend-

time for project discussion and asked that listeners cooperate with interviewers.

The approval of local and county police lent credibility to the survey and the interviewers.

Persons to be surveyed were chosen systematically to insure representation of a good cross section of the county population.

Homemakers Extension members were asked to supply a list of 10 families who might be interested in participating. This provided a list of about 2,500 names, which by random sampling was reduced to 500.

A list of 1,000 4-H families was reduced to 200. Completing the list were 15 welfare families and 331 members of the Bureau County Homemakers Extension Association.

When duplications were deleted, 962 five-page questionnaires were distributed and 742 were completed and computer processed.

Volunteer interviewers attended a training meeting and received supplies. They completed their own questionnaires as a part of the training program.

Each questionnaire was coded. It was presented to the family, and when completed it was sealed in an envelope by the participant and returned to the interviewer, who returned it to the office for processing. Thus, the questionnaires were confidential.

When the results were tabulated, Extension had data for the 1969-70 program and also for long-range planning through the next decade.

Radio appeared to be the best medium for reaching large audiences and to provide the information participants said they needed. Therefore, expanded county programming began here.

The local radio station donated prime time for two programs. The first, a subject-matter program, included several series: six broadcasts on weight control, eight "Chats With Parents," and five health education units, including drug abuse and venereal disease.

The second, "Shopping With Louise

Moody," is a comparison shopping program for which local merchants supply lists of best buys. Although there is no advertising, local merchants say their weekly press ads receive closer attention.

Radio programs—the two weekly programs plus daily spot announcements—give home economics Extension approximately 75 minutes of free prime time each week. The station estimates a 5,000-listener audience and they give evidence that these are popular programs by continuing to donate prime time.

During 1970 the Homemakers Extension members developed programs in cooperation with the public schools. They used their homes as laboratories and taught skills in home management to girls of low intellectual level. A nutrition education program was begun for first grade children and their mothers in one area of the county.

The survey indicated need for homemakers to develop salable skills, so a program was begun to help these individuals consider the potentials and procedures necessary for success. Future plans include opportunities for the development of skills.

In 1971, a "Directory of Health Services and Facilities" was completed and distributed to help families become aware of health services available to them.

At the time that the Homemakers Extension members supplied a list of 10 family names, they also were asked to suggest five people in the county who they felt were community leaders. These leaders have served on committees and in other leadership roles.

There has been a widespread change in the attitude toward Extension. As people participate, they feel free to suggest new problems and needs for consideration. They are, at times, impatient that they must wait to accomplish what they'd like to do "right now."

Finally, Bureau County homemakers are assuming leadership rather than "followership" roles and are willing to accept challenge and change. □

At left, above, a volunteer interviewer helps a homemaker complete the questionnaire which Extension designed to help determine the county's needs. Below, Extension Adviser Louise Moody checks a returned questionnaire for completeness before it is sent to the computer for processing.

ed upon the help and support of many people. Preplanning and many contacts were essential.

The Extension adviser and assistant State leader in home economics, the Extension rural sociologist, and the area farm management adviser all contributed suggestions for developing a questionnaire which would supply usable data for the expansion of the Extension program. A computer analyst also was consulted, since the final data were to be computer processed.

The adviser discussed the project in each of the County Homemakers Extension Units and with the Illinois Department of Public Aid.

Homemakers Extension members and welfare caseworkers volunteered as interviewers. Since welfare recipients must remain anonymous, they were interviewed by their own caseworkers.

Gaining the interest and approval of various county groups was important to success, too. The chamber of commerce, for example, gave their approval through the press.

Two daily and six weekly papers gave good coverage throughout the study, and the radio station donated

What is it that a school bus driver, homemaker, youth corps director, banker, county agent, attorney, and farmer have in common? Their common bond is a sincere desire to help solve the many complex problems in their communities, and they proved this by enrolling in Penn State's Public Affairs Leadership Program.

These community problems may be associated with the provision of adequate services, the orderly use of land, taxation, zoning, economic development, urban demands for rural recreational facilities, pollution, and other similar problems which affect the total rural community.

Recognizing the importance of strong leadership for guiding future rural development, The Pennsylvania State University Cooperative Extension Service and Department of Agricultural Economics and Rural Sociology initiated a new 5-year program designed for selected farm and rural nonfarm men and women in the general age range of 25 to 40.

This grassroots leadership development program has been made possible through a grant from the W. K. Kellogg Foundation. In each of the first 3 years of the project, an initial class of up to 105 participants, drawn equally from three areas of the State, is trained at regional centers. An extended 2-year program for the most promising individuals from among the initial class of participants is then conducted.

Each class of enrollees is engaged in 20 days of intensive classroom instruction and field trips per year. In addition, home study is encouraged. Those selected receive Kellogg Fellowships which pay for the cost of instruction, books and study materials, room and board, and expenses for extensive field trips.

The total program is under the direction of an Extension rural sociologist. He is assisted by several Extension area resource development agents who serve as coordinators for the programs.

County agents and Extension home economists play a key role in candidate recruitment, identifying local re-

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Pennsylvania trains rural leaders

source persons, arranging for meeting facilities and tours, and working with former Kellogg Fellows at the local level.

An assistant State 4-H Club leader is coordinating the first group to participate in the extended 2-year phase of the project.

Sixty-four candidates received Kellogg Fellowships for the initial class held in 1970-71. Of these, 36 were chosen to take part in the 2-year program. Ninety-six participants are enrolled in the second beginning class. Selections were made by members of the Kellogg Program Advisory Council, a group consisting of representatives of 25 farm and nonfarm organizations in the State.

The involvement of nine county Extension staff members as participants in the second class has provided a positive situation which is mutually beneficial to the professional staff and other Kellogg Fellows.

County agents are making excellent contributions in meetings, and they, in turn, gain further insight into rural problems as a result of the close association with a very heterogeneous group of fellow students.

Another major change in the group has been the addition of 22 women as participants.

The diverse group includes a number of farmers and farm wives. Also enrolled are a planning and development officer, several homemakers, a district conservationist, a school bus driver, a contractor, three bankers, a golf course owner, a magazine editor, and a nurse.



After an orientation to the overall program, participants actively engaged in performing different roles in a simulated community. A full year of problem-solving experiences were compacted into a 2-day session.

In addition to exposing those taking part to the public decisionmaking process at the community level, this aspect of the program was an excellent social ice breaker. In just a few hours, participants developed into a tightly knit group. Spouses joined this early session so they could share in the learning experience.

After this intensive problem-solving exercise, the Kellogg Fellows explored different factors related to defining a public problem. Emphasis was placed on understanding the major issues which are popping up in rural areas and the Nation as a whole. Principles from economics, sociology, political science, and communications were drawn into the discussions, and a

Functions of city government were analyzed by all taking part in the Public Affairs Leadership Program. Field trips were provided in the areas of health, welfare, crime, drug abuse, housing, and nutrition. At left, a group inspects welfare operations in one of Pennsylvania's largest cities. Below, participants make an on-site inspection of strip mining areas near a northeastern Pennsylvania city. Other land-use problems affecting the total rural and urban community were studied, too.



framework for analyzing public problems was developed.

Specific problems, including land-use planning and zoning, farm prices and income, economic development, taxation, and poverty were analyzed. These problems were examined as illustrations of how to think through and analyze a public concern.

Public affairs problems in an urban setting also were examined. After considering alternative proposals for dealing with particular problems, the role of leadership and group action for community problem solving were discussed.

Penn State faculty members who staffed the regional workshops used the latest teaching techniques. In addition, leaders from organizations, business, and government were brought in to lead discussions.

Evenings afforded time for "rap sessions" or informal discussions with fellow participants. Seldom was an instructor permitted to leave without

many questions being asked and alternative problem solutions being discussed.

Field trips, designed to provide the Fellows with first-hand exposure to the problems and programs discussed in the classroom, were an important part of the program.

Each person spent a day with a professional at work on a major inner-city problem. Opportunities for individualized urban field trips were provided in the areas of health, welfare, crime, drug abuse, housing, and nutrition.

The Kellogg Fellows thus were sensitized to urban issues and developed an appreciation for the interrelationship between urban and rural problems. Many expressed a new appreciation for rural living.

The travel seminar also involved visits with people in the public decisionmaking process at various levels within the Commonwealth. Sessions during the 2-day visit to the State cap-

ital focused on the branches of State government. Not only did the State leaders talk about their own concerns, but they listened to the participants' opinions.

Thirty-six of those enrolled in the initial class received extended fellowships for 2 additional years of study, discussion, and travel. There was very little association between the level of education and selection for continuance in the program.

Sessions for the second-year group were held on the Penn State main campus. As in the first year, four sessions consisting of 5 days each made up the program.

Attention was given to the national and local aspects of rural development, environmental quality, the provision of community services, public finance, and government. An out-of-state field trip provided an opportunity to observe national problems and to investigate purposeful rural development projects in other parts of the country.

The third year of the program will concentrate on national and international issues. A number of classroom sessions will be devoted to preparing the Fellows for their visit to several different countries.

Then, during a 10- to 14-day foreign travel seminar, participants will observe life in other lands, be exposed to the problems of a developing nation, and investigate conditions in highly developed countries.

After completing major phases of the program, each student was asked to make a general appraisal of the overall educational experience. Their reactions have been highly favorable, with 85 percent reporting that the training was very useful in helping them become more informed and effective leaders.

With the exception of one group, which was bothered with the flu, a near perfect attendance was attained. In their written comments, many indicated that these new contacts with concerned people had given them an intense desire and motivation to work on rural problems. □

Farmers learn to use futures market

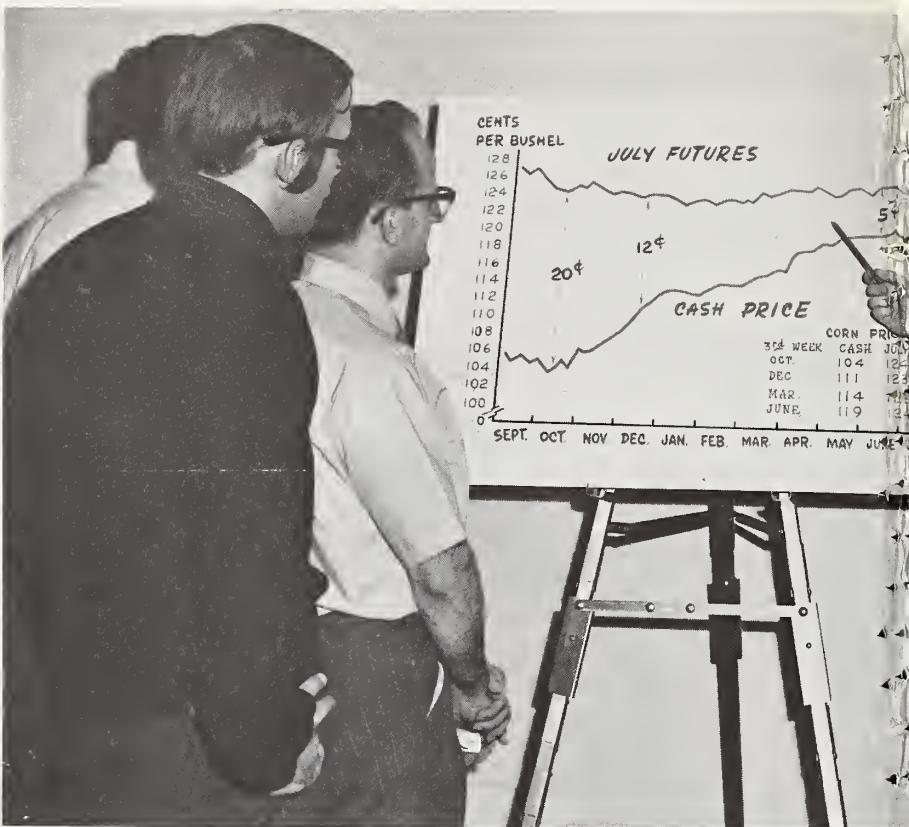
by
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"How many of you hedged your hogs, corn, or soybeans last year? If you had hedged—that is, used the futures market—you could have earned an extra \$3 to \$4 per hundredweight for your hogs, 45 cents per bushel for corn, and 35 cents per bushel for soybeans."

These are the remarks which begin an 8-hour workshop to teach farmers, handlers, processors, and bankers how to use the futures market as an alternative way of marketing.

Farmers traditionally have produced their crops and sold them at whatever price was offered at harvest. If prices were high, farmers were pleased. If prices were low, they were unhappy. Individual producers saw little that they could do to affect prices.

But by using futures markets, producers are able to price their products at any time prior to harvest. Prices offered in the futures market fluctuate widely during the year. By separating the pricing decision from the



selling decision, producers are able to increase the probability of getting a satisfactory price for their product.

While the futures market is a useful tool in marketing decisions, it is unfamiliar and seems complex to the average producer. However, there is an increasing interest among producers in learning to use this valuable marketing tool.

Increased variability in grain prices because of less stocks on hand, new futures markets for livestock and poultry products, and increased publicity on the subject all have contributed to the increased interest.

The workshops are designed to capitalize on the increasing interest in hedging by helping producers to understand and use futures markets in their business decisions.

Certain aspects of the workshop, such as the mechanics of trading and basic concepts of hedging, are not too different from those which commodity brokers or others might teach. But we feel that certain unique char-

acteristics of our workshop contribute significantly to its acceptance.

All problems and examples used throughout the 8-hour series are current and localized to the county in which the workshop is being held. Through the use of historical data and statistical analysis, futures market "basis", which is the relationship between cash and futures prices for a particular market, is computed for the nearest market at which producers' products are sold.

Computation of a useful basis estimate is not a simple process and few producers have either the data or technical skills needed to determine this information which is essential in successful hedging.

Producers have a general misconception that they must "outguess" the market in order to hedge. They feel that speculators have superior information and that producers are at a disadvantage in knowing at what price to sell. Our workshop is designed to show producers how they



Participants in a futures workshop observe a "basis chart" developed by Extension to show the relationship between cash and futures prices for the nearest market at which their products are sold.

By using the basis estimates that are provided, producers are able to localize futures prices to their own particular locations. They can then compare the localized price with their target prices.

If localized prices exceed target prices, the producer may decide to hedge. That is, he may decide to sell a contract and thus set the price of the product he will deliver at some future date.

On the other hand, the producer may feel that futures prices might rise above present levels and thus select a strategy to let him price at a higher level. By using a stop sale order, he could follow a rising market and thus avoid margin calls and sell only if the market begins to fall. This technique is similar to what the speculator might use in trying to sell on a downtrend market.

If localized prices are greater than out-of-pocket costs but less than target prices, then the decision to hedge or remain unhedged depends on an individual's willingness and ability to accept the risk of even lower prices.

As can be seen, much of the workshop information is of a technical nature. Therefore, we have found it beneficial to divide the workshop into four 2-hour sessions a week apart.

The first session offers elementary concepts, and the remaining sessions progress in complexity and relevancy. A new application of the basic hedging technique is presented at each session to include corn, soybeans, hogs, and cattle.

The final session begins with a practical example in which the producer uses the futures market to price livestock, fix the cost of feed, and derive the value of feeder livestock at intermediate stages of production. Ample time is always left for review and discussion.

As a followup to the workshop, those who want to learn more are encouraged to engage in paper transactions under the supervision of county Extension agents before actually trading. A format for paper trading and transaction record forms are provided.

Twenty workshops involving more than 300 people have been held in the past year. The workshops are designed for small groups since discussion is important. A mixed group, including producers, handlers, processors, bankers, and agricultural leaders, is most constructive.

The success of these workshops is not to be measured by how many people go into the market immediately. It takes time and study to develop the skill and confidence necessary to use these markets effectively.

One of the greatest benefits is that by studying the futures market the participants get interested in the whole area of marketing, pricing, trade, and management decisions.

Training for county Extension agents is carried on concurrently with producers to enable agents to eventually take over a part of this instruction.

Public interest in the futures market will continue because producers are becoming more sophisticated and market-oriented and because Government is becoming less active in the marketplace.

While commodity brokers may have a vested interest in getting producers into the futures markets, Extension has a responsibility to help producers understand the advantages and limitations of this marketing tool.

As firms grow larger, demanding more capital and taking larger risks, the futures market may be used as a very profitable management tool by the producer who takes time to know what it's all about and make use of it wisely. □

may hedge without trying to outguess the market.

Successful speculators must consistently outguess other speculators, but producers are told that they can use futures markets for protection and profit with only minimum concern about what speculators are doing.

It is essential to know the cost of production in using the futures market. As a practice exercise, producers estimate their cost of production and arrive at minimum prices at which they would produce. They also develop "target prices" which include out-of-pocket costs and an acceptable return above the cost of production.

A new 4-H program in community resource development is helping young people better understand their communities and apply their talents to community improvement.

Developed in Virginia and tested in 16 counties last summer, the program is now being adapted for use by other States.

A leader's guide and a game "Community" were among materials given to 4-H and community resource development personnel in January at a National 4-H Center seminar on youth involvement in community development. Representatives of 44 States, Puerto Rico, and the Virgin Islands attended.

The aim of the 4-H community resource development program is two-fold, explained Delwyn A. Dyer, Extension leader, 4-H youth, and Gene McMurtry, director of community resource development, both at Virginia Tech. In addition to teaching youth about their communities and how they function, it seeks to involve them as part of that function.

Nearly 500 youth, led by 66 volunteer leaders, were involved in community resource development groups in Virginia this past summer.

Take the group of teenagers involved with a project in Amherst County. They felt that lack of recreational facilities was the biggest problem in their area. A roller skating rink, they thought, would be a big asset.

By talking with the owner of a rink in a nearby county, however,

they found that it would cost about \$125,000. Realizing this was outside their grasp, they discussed their needs again and decided that a concrete slab would serve them just as well.

"The program can be a big learning experience for youth," noted Dyer. He and McMurtry were instrumental in developing the program and testing its effectiveness.

Follow the progress of another group of youth who tested the 4-H/CRD program last summer. Working

The coffee house, right, that teenagers in Patrick County, Virginia, secured through a 4-H community resource development project last summer, was the scene of plenty of activity. The building was a vacant apple storage shed until converted by the teens.



4-H'ers aid rural development

by
Diane T. Hand
News Bureau
Virginia Polytechnic Institute
and State University

with a volunteer adult leader, the teenagers formed a group known as the Patrick County Community Resource Development Club.

During their first meeting, they discussed such questions as what is a community, what area does it comprise, what are its problems, what is good and bad about it, how are community decisions made. They then discussed what they felt their community needed to make it a better place to live.

The second step of the project involved interviews with adults in their community. The teenagers polled civic and business leaders, local government officials, and ordinary citizens about their views on community needs.

From the interviews, they compiled a list of problem areas and chose one on which they wanted to work. Once the selection was made, they developed a plan of action with the help of their volunteer leader.

Patrick County teens felt from the beginning that what they needed was a place to meet—a gathering spot to play games, listen to records, and just talk. Their interviews with adults showed their elders agreed.

With community support, the teenagers were able to secure a vacant apple storage shed for use as a coffee house. Local merchants donated paint and brushes. Outside, a sign over the door read, "Come in and take a look at your mind." Inside, a rainbow of colors enlivened the walls.

"Because they worked with the adult community to get the coffee house, it had their total support," Dyer noted. "The interviews with adults sometimes can be eye-openers for the youth. While the youth may think a coffee house is the most important need of their community, adults may feel taxes are the problem, or roads, or a hospital. Interviews help to make them aware that there are other views in the community besides their own."

As an example, he related the experience of a group in Warren County who wanted their community to

build a swimming pool. After doing their interviews and talking with community leaders, they found that because the community had just finished building a fire station, a swimming pool was out of the question.

As an alternative, they decided to try to interest the Jaycees or another civic group in building a miniature golf course for the entire community.

"This points up how sometimes the groups are unaware of situations and circumstances that exist within their communities until they do the interviews," McMurtry said. "Once this new information is gathered, then it is possible for them to proceed with more realism and consequently more community support. The program is intended as a learning experience."

Some groups get community support from the start. In Washington County, the community resource development group decided to develop a piece of land donated to the town many years ago and forgotten. Interviews with adults showed they were behind it.

So the youth set to work cutting weeds, picking up trash, and cleaning up the lot. Soon they had softball games and other sports organized. Then the adults got interested and donated materials to build a picnic shelter.

Much the same thing happened in Fairfax County. There a group was successful in revitalizing an old school house, owned by a home demonstration club, as a community center.

When the club first bought the building, they planned to build a new clubhouse. Although they collected \$2,000 in donations toward the new facility, interest waned and construction of the building never got started.

When the community resource development group got together, it decided to build interest in the school house as a community center. To involve the adults in the project, they held picnics, softball games, and other community activities there.

They cleaned out the building, bought window shades and curtains, and started further interviews with

adults to find out what activities they would like to see included in a community center program.

As a result, the home demonstration club donated their \$2,000 to the group for the installation of toilets in the building.

In York County, one group chose recycling for their project. What resulted was a collection station at a local shopping center where community residents could bring their papers and bottles. The material is transported to a warehouse maintained by an ecology group at William and Mary, and from there it goes to recycling plants.

Another group in York County asked the State Highway Department to put up more signs warning people about the fines for littering. "At first they decided the way to solve the littering problem was to pick up trash on the highways. Two Saturdays of that convinced them this wasn't the right approach," Dyer said. "So they contacted the highway department."

Dyer and McMurtry noted that the most successful groups have worked closely with the adult leadership in their communities.

"If a group starts out and stays self-centered and then discovers it does not have the ability or resources to achieve its goals, it feels it has been a failure and generally disbands," McMurtry said.

"But the groups which work with their communities and correlate their ideas with adults find they have a large group of resources on which to draw when attempting a program. They tend to stay together and achieve more results." □

by
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Helping farm wives keep records

Women have long "helped out" on the farm or ranch by driving tractors and grain trucks, raising chickens, selling garden produce, and feeding harvest crews.

But some South Dakota wives are finding an even more crucial way to help the farm operation—by keeping books. From a "behind the scenes" worker to keeper of the farm's financial records, the woman emerges as co-manager of the family farm.

"One of the most important parts of farm operation today is keeping a complete set of financial records," states Wallace Aanderud, Extension economist in farm management at South Dakota State University. A conscientious bookkeeper saves the farmer or rancher money and helps him increase profit.

Aanderud supports his philosophy by conducting recordkeeping workshops in communities where farm wives—and their husbands—indicate an interest in learning to keep accurate financial records.

The wife keeps the records in most cases, Aanderud finds. She cannot

succeed, however, without her husband's cooperation in supplying accurate statistics and advising in making some record book entries, he adds.

The recordkeeping workshop, initiated 4 years ago, is designed to help farmers and their wives learn an efficient, helpful method of keeping farm records.

Workshops have been held in one to three locations each year. About 15 to 25 men and women in South Dakota attend each workshop to learn how to improve their farm and ranch business records.

"Business and family living records are just as important for future profit as machinery, dairy equipment, cattle equipment, or swine equipment," Aanderud states. "For every dollar expense found and recorded a farmer can save 20 to 25 cents in tax," he adds.

He believes there are three primary ways business records can serve the farmer or rancher:

—Indicators of business success can be calculated from records. Some common indicators include gross income, gross profits, returns to capital,



Three farm wives, above, put their heads together at a recordkeeping workshop to decide where to record what in the business record book. At right, Extension Farm Management Economist Wallace Aanderud helps a farmer with a bookkeeping problem.



returns to labor, and changes in net worth.

—Records also help the farmer or rancher complete income tax and employee wage and social security reports. They can help establish him as a good credit risk. Information from business records is also useful for tenant and partnership settlements and estate planning.

—Aanderud believes the most valuable use of records is locating the strong and weak points in a farm or ranch business. Records can be used to analyze the size, organization, and efficiency of the business.

Besides discussing the "whys" and "hows" of keeping business records, Aanderud helps those attending the workshops to understand record book directions, answers individuals' questions, and helps clear confusion about laws affecting recordkeeping and reporting.

How do his "students" learn the bookkeeping process for a farm or ranch? At the first meeting he gives

each person a record book and a set of figures taken from an actual set of annual records for a "fair-sized" farm. The figures have been modified only slightly to present typical record-keeping problems to those attending the workshop.

The participants take the information and the record books home. They record the farming statistics in the record book, list inventories, and compute depreciation and related schedules. They return to the workshop a month later.

Aanderud answers individuals' questions and related recordkeeping problems at the second meeting. He discusses why particular entries are made in one section of the record book rather than another.

This take-home exercise gives students a chance to practice record-keeping and to discover where they need help. The exercise also helps remind each student of similar situations or problems on his own farm. This provokes discussion so that

Aanderud can provide additional information and help clarify misconceptions.

One problem situation found in the exercise is the recording of three bulls in the inventory section of the record book. At first it looked like a simple entry. Then the bookkeepers discovered that each animal had to be recorded separately since one bull had been killed by lightning and one had been sold. Only the last bull remained in the farmer's possession at the end of the year.

After mulling over the problem of recording the three bulls, one workshop participant said, "That one dead bull, I'm so tired of dragging him around." But from the rather amusing example, she learned how to handle a similar situation, should it occur on her family's farm.

A good account book is an essential part of any recordkeeping system, Aanderud stresses. South Dakota offers the workshop participants and others a two-part record book, "Farm and Ranch Business Record Book." "Part I—Receipts and Expenses and Farm Business Analysis" costs 50 cents, and "Part II—Depreciation Schedules and Inventories" costs 25 cents.

County Extension offices also sell a "Family Living Account Book" for 25 cents. Buyers of the account book receive a free copy of "Family Spending, a Guide for Planning." □



Even when the wife is the chief recordkeeper, the workshops point out, the key to success is the husband's cooperation in supplying accurate statistics and advising on the entries. Mr. and Mrs. Ervin Jensen, left, both attended a recent workshop.



Dona Ana Associate Extension Agent Larry Brown, right, is the instructor for this special-interest project in lawn care. These special-interest participants later will be encouraged to join regular 4-H Clubs.

Special-interest programs are helping build a solid and rapidly-expanding 4-H organization in Dona Ana County, New Mexico. The special interest programs are emphasized during the first year of a 3-year period. Nudging the special interest members into regular clubs is the goal during the remaining 2 years.

4-H enrollment in Dona Ana County was at a 5-year low of 341 members back in 1965. Something had to be done. It was!

4-H enrollment was 795 regular members in 1971. Another 493 were enrolled in special-interest programs, and there were 1,006 enrollments in a youth phase of the expanded nutrition program. That's a total of 2,294, with only 150 duplications in the special interest and expanded nutrition programs.

Laurence A. (Larry) Brown, associate Extension agent, is part of the force behind success of the expansion program. Mrs. Margaret Bucher, assistant home agent, also works with youth, and Mrs. Priscilla O. Grijalva, one of two county home agents, directs the expanded nutrition program with its 15 aides.

Brown feels that 4-H membership can climb to 10,000 in the county by 1980, and that enrollment of 3,500 will be achieved by 1975. Brown's predictions are based on a program which stresses education first and numbers second.

Keys to the expansion program, Brown feels, are a variety of special-

Special-interest groups aid 4-H expansion

by

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interest programs, and multi-leader clubs where room can be found for more members.

The special-interest programs are tools used to attract youngsters who, says Brown, "really have no interest in 4-H or the Cooperative Extension Service at the time." They are interested in many things, though, and those interests are the basis for the programs.

The original special-interest programs were set up to teach skills needed to fill requests for youthful help received by the county Extension office. Those included such programs as lawn care and babysitting.

Brown feels that the hardest part of establishing special-interest programs is to determine what programs to offer. Informal talks with youths have proven to be the best method of coming up with ideas.

After a new program is decided upon, teaching tools are developed and teachers are located. Many times, Brown and Mrs. Bucher conduct the

first program themselves to get the feel of it. Volunteer leaders, usually adults who are not 4-H Club leaders, but who have knowledge in a particular area, are worked into the program. Youth leaders also are used as teachers.

The meeting place for special-interest programs is carefully chosen. "We try to pick a place in town which is familiar to the kids interested in the program," Brown says. "If we pick the wrong place, or a place too far away from the interested youth, the program will flop," the associate agent says.

Special interest programs are publicized through both mass media and the school system. Stories are provided to the media, and printed information is sometimes distributed through the schools. Another effective method is to announce the program over public address systems in the schools.

The programs are usually about 10 hours in total, presented in 2-hour segments at five separate meetings. The meetings may follow on consecutive days, or they may be spread out over a longer period of time.

The final step, evaluation, always takes place, either formally or informally. Sometimes a formal questionnaire is distributed to participants. Informal questioning is used on other occasions. Feedback from employers of youths is sought if the program involves teaching skills needed to qualify for jobs.

Lawn care, grooming, square dancing, babysitting, gun safety, home furnishings, bicycle safety, and nutrition are some of the special-interest programs which have proven themselves in Dona Ana County.

"By the time a youngster has enrolled in two or three special-interest projects, he knows about 4-H and is interested in activities it can offer other than the one-time event," Brown says.

The results are showing. Youths, once enrolled in 4-H and with an interest already developed by the special interest programs, are re-enrolling

year after year. Back in 1965, re-enrollment was 42.2 percent. Brown projects the club re-enrollment rate at 66 percent in June 1972.

Leaders are staying longer, too. The number of leaders remaining more than 1 year during the 1958-64 period was 54 percent. Brown projects leader retention as of June 1972 at 69 percent.

Multi-leader clubs help. Taking the total responsibility of directing a club off the shoulders of one person and distributing the load helps to retain leaders.

Dona Ana County is attempting to maintain a leader-member ratio of no more than one to 10. That is difficult, and some subject-matter leaders are now helping guide members in a number of clubs in specific areas. Some of those areas include leather-craft, veterinary science, electricity, photography, and public speaking.

Leaders are now better able to conduct club programs without personal supervision by Brown and Mrs. Bucher. Increased leader training is one factor. Another is that well-qualified leaders are being recruited.

Established club leaders are the best recruiters for new leaders, Brown says. "A potential volunteer leader can easily turn down the request for help of a professional Extension worker, but it is more difficult to turn down a call for help from a person who is voluntarily giving time and skill to a program," he contends.

The Dona Ana County leader recruitment program is successfully using a second method. It consists of involvement of a potential leader for

a short-term assignment, with responsibilities added gradually over the years until the person accepts a club leadership role.

Brown says walk-in volunteers usually turn out to be the least successful leaders in that they don't remain on the job too long.

A wide variety of leader training programs helps with retention. Dona Ana County is now developing the concept of training leaders to train other leaders.

Another training idea involves "sister clubs." Here, a new leader is assigned to an experienced leader for guidance until the new leader feels ready to assume full responsibility for a club.

Brown and Mrs. Bucher prefer that a new leader serve as an assistant for 2 to 3 years before being assigned his own club. But with new clubs being added, this isn't always possible.

One other training device is a big help to a new club. It involves what Brown calls "roving junior leaders." In this case, junior leaders maintain their own club responsibilities while also working with the new club for perhaps a 6-month period.

"What we are trying to do is to work ourselves out of jobs," Brown says of himself and Mrs. Bucher. "The only way we can go on to other things is for leaders to take over various duties. That's what we are striving for."

Back in 1965, there was a realization that something had to be done about 4-H enrollment in Dona Ana County. Results show that something is being done, and it's working. □



Program reviews—a useful technique

Program reviews have been used sporadically for a number of years to evaluate Extension programs. Starting this fiscal year, Extension Service-USDA has increased emphasis on use of this technique by making more time available to States for this type of work. In the foreseeable future, program reviews will receive top priority among State requests for assistance. With this new emphasis and the involvement of Extension staff members at all levels, it seems appropriate to take a look at the process.

Program reviews have several purposes. They provide the Extension Service as a whole an organized way to evaluate its work. They provide information to help Extension improve communications both up and down. They give the staffs being reviewed a chance to take a fresh look at their overall effort and to do some self-evaluation. Members of the review team have an opportunity to personally see successful techniques that may be useful and effective in other States. And finally, the reviewers get a feel for techniques and accomplishments of Extension effort that would be virtually impossible to relay through an annual narrative report.

Program reviews may be either of two types. One is the review of a specific program area such as agriculture and natural resources, home economics, 4-H youth, or community resource development apart from the others. The other is more comprehensive and includes all program areas in the same review.

Among the things reviewed are techniques for planning programs, changes that have occurred in recent years in planning techniques, Extension methods, and program emphases. A review looks at why and how the changes were made in these aspects and measures the effectiveness of Extension work after changes against the effectiveness of previously used methods.

The program review team consists of selected specialists from the ES-USDA staff and may include Extension

workers from other States if the State Extension Service desires a broader viewpoint. The review forms are pre-tested to assure that they obtain the desired information and data.

All levels of Extension are involved. Typically the review starts with a conference with the State administrative staff followed in order with the State or district supervisors and county staffs. Each level of staff is interviewed separately.

Findings of the review teams are discussed with the Director and administrative staff at the conclusion. The written report which follows provides a more permanent record for State use and for use of ES staff in reporting accomplishments and sharing successful techniques with staffs in other States.

Response to the reviews has been enthusiastic. Reviewers have been pleased with the insights gained from their visits with the State and county staffs, and with the cooperation of staff members involved in the review. Units participating have been eager to show the progress and accomplishments resulting from their programs. They have been eager for suggestions concerning alternative methods and programs for accomplishing their stated objectives and goals. And they say that rather than being the "investigation" they expected the reviews turned out to be sharing experiences that helped them take a new look at themselves.

Reviews to date give strong indication that they are a useful technique for accomplishing the purposes stated above. They also have proven that staff benefits from the review accrue in direct proportion to the positive attitudes of the staff toward the review and the effort expended to make it a meaningful experience.

Reports so far indicate that program reviews offer a unique opportunity to improve our services to people throughout the country, and Extension workers should welcome the opportunity to participate.—WJW